

# Eureka Math *A Story of Units*

## Second Grade – Module 4

### 2015-2016

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Materials based on Eureka Math Version 3.



## Module Assessment Overview

### Purpose of Assessments

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

### Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one math session. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- Items can be read to students as needed. (Read the items as written; do not reword.)
- These tasks should not be preceded by review of similar problems.

### Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that **4 now indicates advanced understanding of grade level standards expected at this time of year.**

**4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.

**3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year.

**2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

**1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.**

#### General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

#### Module 4 Grading Guidance:

- 2.OA.1, 2.NBT.5 and 2.NBT.6 are only/last assessed in Module 4. The remaining standards will be assessed again in Module 5.

### Updates

Please check this section in future modules for updates and/or revisions as we learn from feedback provided by teachers.

## Grade 2 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are first assessed in Module 4.** Note that standards included in major clusters are followed by an asterisk (\*). Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 2 MODULES							
		1	2	3	4	5	6	7	8
2.OA	1*	X			X				
	2*	X							
	3*						X		
	4*						X		
2.NBT	1a*			X					
	1b*			X					
	2*			X					
	3*			X					
	4*			X					
	5*	X			X				
	6*				X				
	7*				X	X			
	8*				X	X			
	9*				X	X			
2.MD	1*		X					X	
	2*		X					X	
	3*		X					X	
	4*		X					X	
	5*		X					X	
	6*		X					X	
	7								X
	8							X	
	9							X	
	10							X	
2.G	1								X
	2						X		
	3								X

## Second Grade Module 4: Mid Module Assessment Task Score Sheet

### A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

#### Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer.  (1 Point)	Evidence of some reasoning with an incorrect answer.  (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points)	Evidence of solid reasoning with a correct answer.  (4 Points)
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Module 4: Mid Module Assessment						
Question	Domain		Standards			
	Operations and Algebraic Thinking	Number and Operations in Base Ten	2.OA.1	2.NBT.5	2.NBT.7	2.NBT.8
1		1 2 3 4		X		X
2		1 2 3 4			X	X
3		1 2 3 4		X		
4	1 2 3 4	1 2 3 4	X	X		X

Domain Score	Operations and Algebraic Thinking		Number and Operations in Base Ten	
Total Points				
Level	4	4 points	4	14-16 pts.
	3	3 points	3	10-13 pts.
	2	2 points	2	6-9 pts.
	1	1 point	1	4-5 pts.

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

## Second Grade Module 4: Mid Module Assessment Task Score Sheet (continued)

### Mid-Module Assessment Task (Topics A-C) Standards Addressed

#### Represent and solve problems involving addition and subtraction.

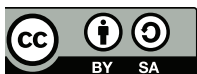
- 2.OA.1** Use addition and subtraction within 100 to solve one- and two-step problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

#### Use place value understanding and properties of operations to add and subtract.

- 2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)

**Second Grade Module 4: Mid Module Assessment Task Rubric**

A Progression of Learning				
Assessment Task Item and Standards Assessed	STEP 1 Little or no evidence of reasoning with an incorrect answer.  (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer.  (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer.  (4 Points)
<b>1</b>  <b>2.NBT.5</b> <b>2.NBT.8</b>	The student solves <b>0-3</b> of the six problems correctly.	The student solves <b>4-6</b> of the nine problems correctly.	The student correctly solves <b>7-8</b> of the nine items.	The student correctly solves to find <b>9</b> of the nine items. (See below.)
	a. (1) 60      b. (2) 73      c. (3) 92      d. (4) 37      e. (5) 29      f. (6) 46 g. (7) 33, +10    h. (8) -10, 50, -1 or -1, 59, -10    i. (9) 62, 72 Uses and models mental strategy such as arrow notation, adding the same amount to the subtrahend as to the minuend to make a multiple of ten, add or subtract a multiple of 10 and adjust the solution as necessary, or other strategies as noted in the Module Overview.			
<b>2</b>  <b>2.NBT.7</b> <b>2.NBT.8</b>	The student correctly answers <b>0-2</b> of the eight parts.	The student answers <b>3-5</b> of the eight parts.	The student correctly answers <b>6-7</b> of the eight parts.	Student correctly answers <b>8</b> of the eight parts. (See below.)
	a) (1) 190    (2) model      b) (3) 175    (4) model c) (5) 25    (6) model      d) (7) 17    (8) model			
<b>3</b>  <b>2.NBT.5</b>	The student correctly answers <b>0-2</b> of the eight parts.	The student correctly answers <b>3-5</b> of the eight parts.	The student correctly answers <b>6-7</b> of the eight parts.	The student correctly answers <b>8</b> of the eight parts. (See below.)
	a) (1) False    (2) mental strategy shown      b) (3) True    (4) mental strategy shown c) (5) False    (6) mental strategy shown      d) (7) False    (8) mental strategy shown Uses and models mental strategy such as arrow notation, adding the same amount to the subtrahend as to the minuend to make a multiple of ten, add or subtract a multiple of 10 and adjust the solution as necessary, or other strategies as noted in the module overview.			
<b>4</b>  <b>2.OA.1</b> <b>2.NBT.5</b> <b>2.NBT.9</b>	The student answers <b>0</b> of the parts correctly.	Student answers <b>1</b> of the parts correctly.	Student correctly answers <b>2</b> of the three parts.	The student correctly answers <b>3</b> of the three parts. (See below.)
	a) (1) Demonstrates an understanding of the role of place value and the arithmetic properties in Sarah's strategy. b) (2) Uses an alternate place value strategy to solve, e.g., $47 + 18 = 45 + 20 = 65$ and (3) answers 65			



## Second Grade Module 4: Mid-Module Assessment Task Key

Name Lola Date \_\_\_\_\_

1. Solve. Show mental strategy.

a. $35 + 25 = \underline{60}$ $35 \xrightarrow{+20} 55 \xrightarrow{+5} 60$	b. $\underline{73} = 27 + 46$ $\quad \quad \quad \begin{matrix} 3 & \wedge & 43 \\ 30 & + & 43 = 73 \end{matrix}$	c. $\underline{92} - 19 = 73$ $73 + 20 = 93$ $93 - 1 = 92$
d. $89 - 52 = \underline{37}$ $89 \xrightarrow{-50} 39 \xrightarrow{-2} 37$	e. $61 - \underline{29} = 32$ $61 \xrightarrow{-30} 31 \xrightarrow{+1} 32$	f. $75 - \underline{46} = 29$ $29 \xrightarrow{+1} 30 \xrightarrow{+10} 70 \xrightarrow{+5} 75$
g. $32 \xrightarrow{+1} \underline{33} \xrightarrow{+10} 43$	h. $\begin{matrix} -10 & & -1 \\ 60 & \rightarrow & \underline{50} & \rightarrow & 49 \end{matrix}$	i. $\underline{62} \xrightarrow{+10} \underline{72} \xrightarrow{+1} 73$

2. Solve and show your work with a model.

a. $116 + 74 = \underline{190}$ Model:  $\begin{array}{r} 116 \\ + 74 \\ \hline 190 \end{array}$ 1 hundred 9 tens 0 ones	b. $147 + 28 = \underline{175}$ Model:  $\begin{array}{r} 147 \\ + 28 \\ \hline 175 \end{array}$ 1 hundred 7 tens 5 ones
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## Second Grade Module 4: Mid-Module Assessment Task Key (continued)

<p>c.</p> $84 - 59 = \underline{25}$ <p>Model:</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> </div> <div> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">●●●●●</td> <td style="padding: 5px;">●●●●●</td> </tr> <tr> <td style="padding: 5px;">●●</td> <td style="padding: 5px;">●●●●●</td> </tr> <tr> <td style="padding: 5px;">2 tens</td> <td style="padding: 5px;">5 ones</td> </tr> </tbody> </table> </div> </div>	tens	ones	●●●●●	●●●●●	●●	●●●●●	2 tens	5 ones	<p>d.</p> $62 - 45 = \underline{17}$ <p>Model:</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> </div> <div> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">●●●●●</td> <td style="padding: 5px;">●●</td> </tr> <tr> <td style="padding: 5px;">●</td> <td style="padding: 5px;">●●●●●</td> </tr> <tr> <td style="padding: 5px;">1 ten</td> <td style="padding: 5px;">7 ones</td> </tr> </tbody> </table> </div> </div>	tens	ones	●●●●●	●●	●	●●●●●	1 ten	7 ones
tens	ones																
●●●●●	●●●●●																
●●	●●●●●																
2 tens	5 ones																
tens	ones																
●●●●●	●●																
●	●●●●●																
1 ten	7 ones																

3. Label each as true or false. Use a place value strategy to show how you know.

a.  $23 - 14 = 14 + 23$  false

$23 \xrightarrow{-10} 13 \xrightarrow{-4} 9$        $14 \xrightarrow{+20} 34 \xrightarrow{+3} 37$

b.  $45 - 19 = 22 + 4$  true

$45 \xrightarrow{-20} 25 \xrightarrow{+1} 26$        $22 + 4 = 26$

c.  $93 - 56 = 84 - 37$  false

$93 \xrightarrow{-50} 43 \xrightarrow{-6} 37$        $84 \xrightarrow{-30} 54 \xrightarrow{-7} 47$

d.  $8 \text{ ones} + 5 \text{ tens} = 85$  false

$8 + 50 = 58$



## Second Grade Module 4: Mid-Module Assessment Task Key (continued)

4. Sarah solved the word problem below.

There are 47 cats in Cuddle's Pet Shop. There are 29 more dogs than cats. How many dogs are in Cuddle's Pet Shop?

$47 + 29$

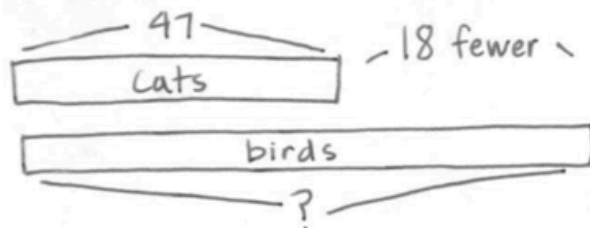
$47 + 30 - 1 = 76$

There are 76 dogs in Cuddle's.

- a. Explain why Sarah's addition strategy worked.

Sarah added 30 because it is easier to add only tens (instead of tens and ones). Then she subtracted 1 because she only needed to add 29 to find the answer.

- b. There are 18 fewer cats than birds. How many birds are in Cuddle's Pet Shop? Use another place value strategy to find the answer. Show your work.



$$47 + 18$$

$$47 \xrightarrow{+10} 57 \xrightarrow{+3} 60 \xrightarrow{+5} 65$$

There are 65 birds in Cuddle's Pet Shop.

## Second Grade Module 4: End-of-Module Assessment Task Score Sheet

### A Progression of Learning

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Score Key: A Progression of Learning			
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Module 4: End-of-Module Assessment							
Question	Domain		Standards				
	Operations and Algebraic Thinking	Number and Operations in Base Ten	2.OA.1	2.NBT.5	2.NBT.6	2.NBT.7	2.NBT.8
1		1 2 3 4				X	X
2		1 2 3 4			X	X	
3		1 2 3 4		X	X		X
4	1 2 3 4	1 2 3 4	X	X	X	X	

Domain Score	Operations and Algebraic Thinking		Number and Operations in Base Ten	
Total Points				
Level	4	4 points	4	14-16 points
	3	3 points	3	10-13 points
	2	2 points	2	6-9 points
	1	1 points	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

## Second Grade Module 4: End-of-Module Assessment Task Score Sheet (continued)

### End-of-Module Assessment Task (Topics A–F) Clusters and Standards Addressed

#### Represent and solve problems involving addition and subtraction.

- 2.OA.1** Use addition and subtraction within 100 to solve one- and two-step problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

#### Use place value understanding and properties of operations to add and subtract.

- 2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)

## Second Grade Module 4: End-of-Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item and Standards Assessed	STEP 1 Little or no evidence of reasoning with an incorrect answer.  (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer.  (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer.  (4 Points)
<b>1</b>  <b>2.NBT.7</b> <b>2.NBT.8</b>	The student solves <b>0-4</b> of twelve parts correctly.	The student correctly solves <b>5-8</b> parts.	The student correctly solves <b>9-10</b> of the twelve parts.	The student correctly solves <b>11-12</b> of the twelve parts. (See below.)
	a. <b>(1)</b> 82    b. <b>(2)</b> 63    c. <b>(3)</b> 164    d. <b>(4)</b> 183    e. <b>(5)</b> 82    f. <b>(6)</b> 181 g. <b>(7)</b> 105    h. <b>(8)</b> 126    i. <b>(9)</b> 40    j. <b>(10)</b> 127    k. <b>(11)</b> 145    l. <b>(12)</b> 142			
<b>2</b>  <b>2.NBT.6</b> <b>2.NBT.7</b> <b>2.NBT.9</b>	The student solves <b>0-5</b> of the fourteen parts correctly.	The student solves <b>6-10</b> of the fourteen parts correctly.	The student solves <b>11-12</b> of the fourteen parts correctly.	The student solves <b>13-14</b> of the fourteen parts. (See below.)
	a. <b>(1)</b> Solves to find 143. <b>(2)</b> Shows an accurate model for $87 + 56$ . <b>(3)</b> Solves to find 189. <b>(4)</b> Shows an accurate model for $38 + 68 + 71 + 12$ . ▪ Uses and models mental strategy such as arrow notation, adding the same amount to the subtrahend as to the minuend to make a multiple of ten, adding or subtracting a multiple of 10 and adjusting the solution as necessary, or other strategies as noted in the module overview. b. <b>(5)</b> Solves to find 67 <b>(6)</b> Shows an accurate explanation <b>(7)</b> 181 <b>(8)</b> Shows an accurate explanation <b>(9)</b> 63 <b>(10)</b> Shows an accurate explanation <b>(11)</b> 131 <b>(12)</b> Shows an accurate explanation c. <b>(13)</b> Explains Susan's strategy is correct <b>(14)</b> explains James' strategy is correct.			
<b>3</b>  <b>2.NBT.5</b> <b>2.NBT.6</b> <b>2.NBT.8</b>	The student correctly answers <b>0-3</b> of the ten parts.	The student correctly answers <b>4-6</b> of the ten parts.	The student correctly answers <b>7-8</b> of the ten parts.	The student correctly answers <b>9-10</b> of the ten parts. (See below.)
	a. <b>(1)</b> 108, + 1 <b>(2)</b> shows strategy    b. <b>(3)</b> 6 <b>(4)</b> shows strategy c. <b>(5)</b> 70 <b>(6)</b> shows strategy    d. <b>(7)</b> 43 <b>(8)</b> shows strategy e. <b>(9)</b> 8 <b>(10)</b> shows strategy Uses and models mental strategy such as arrow notation, adding the same amount to the subtrahend as to the minuend to make a multiple of ten, adding or subtracting a multiple of 10 and adjusting the solution as necessary, or other strategies as noted in the module overview.			
<b>4</b>  <b>2.OA.1</b> <b>2.NBT.5</b> <b>2.NBT.6</b> <b>2.NBT.7</b>	The student correctly answers <b>0-2</b> of the eight parts.	The student correctly answers <b>3-5</b> of the eight parts.	The student correctly answers <b>6-7</b> of the eight parts.	The student correctly answers <b>8</b> of the eight parts. (See below.)
	a. <b>(1)</b> answers \$47.00 and <b>(2)</b> shows work    b. <b>(3)</b> answers \$137.00 and <b>(4)</b> shows work c. <b>(5)</b> answers "No," and <b>(6)</b> provides an accurate explanation.    d. <b>(7)</b> \$180.00 with <b>(8)</b> an accurate model			

## Second Grade Module 4: End-of-Module Assessment Task Key

Name Henry

Date \_\_\_\_\_

1. Solve mentally:

a. $72 + 10 = \underline{82}$	b. $\underline{63} = 73 - 10$	c. $\underline{164} + 10 = 174$
d. $83 + 100 = \underline{183}$	e. $\underline{82} = 182 - 100$	f. $\underline{181} - 100 = 81$
g. $65 + 40 = \underline{105}$	h. $\underline{126} = 166 - 40$	i. $127 + \underline{40} = 167$
j. $85 + 42 = \underline{127}$	k. $\underline{145} = 186 - 41$	l. $189 - 47 = \underline{142}$

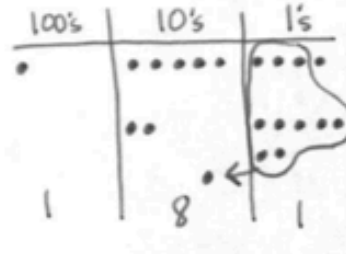
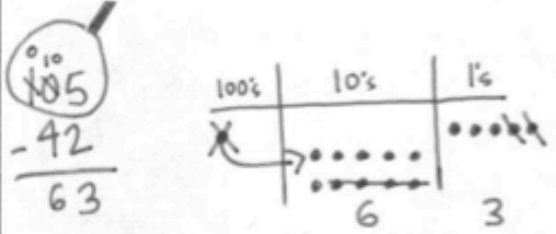
2. Solve:

a. Find the solution and model how you found your answer.

$87 + 56 = \underline{143}$	<p>Model:</p> <p>1 hundred 4 tens 3 ones</p>
$38 + 68 + 71 + 12 = \underline{189}$	<p>Model:</p> $38 + 68 + 71 + 12$ $40 + 68 = 108 - 2 = 106$ $71 \xrightarrow{+10} 81 \xrightarrow{+2} 83$ $106 \xrightarrow{+80} 186 \xrightarrow{+3} 189$

## Second Grade Module 4: End-of-Module Assessment Task Key (continued)

b. Solve and explain your answer using place value.

<p><math>91 - 24 = 67</math></p> <p><math>91 \xrightarrow{-20} 71 \xrightarrow{-1} 70 \xrightarrow{-3} 67</math></p> <p>I started by subtracting 2 tens from 91. Then I subtracted the ones.</p>	<p><math>154 + 27 = 181</math></p>  <p>First I added the ones. There were 11 ones so I bundled a ten to make 1 ten 1 one. Then I added the tens place. In the hundreds place I didn't have to add (there was 1).</p>
<p><math>105 - 42 = 63</math></p>  <p>I drew my magnifying glass and saw I had enough ones but not enough tens to subtract so I unbundled the hundred to give me 10 tens. Then I subtracted.</p>	<p><math>86 + 45 = 131</math></p> <p><math>86 \xrightarrow{+40} 126 \xrightarrow{+5} 131</math></p> <p>I know that <math>8 + 4 = 12</math> so 8 tens + 4 tens = 120. I used the arrow way to add on the tens first and then the ones.</p>

## Second Grade Module 4: End-of-Module Assessment Task Key (continued)

- c. Susan and James solved  $125 + 32$  in different ways. Explain why both ways are correct.

<p>Susan's Way:</p> $125 + 32$ $125 \xrightarrow{+10} 135 \xrightarrow{+10} 145 \xrightarrow{+10} 155 \xrightarrow{+2} 157$	<p>James' Way:</p> $125 + 32$ $125 + 30 + 2 = 157$
<p>Explanation:</p> <p>Susan is correct because she added 32 by first adding 3 tens (1 ten at a time) and then 2 ones.</p>	<p>Explanation:</p> <p>James is correct because he broke 32 into tens and ones. He added 30 and then he added 2.</p>

3. Find the missing numbers to make each statement true. Show your mental math strategy.

a.  $98 \xrightarrow{+10} 108 \xrightarrow{+1} 109$

b.  $6 \text{ tens} + 4 \text{ ones} = 70 - 6$   
 $64 \xrightarrow{+6} 70$







## Second Grade Module 4: End-of-Module Assessment Task Key (continued)

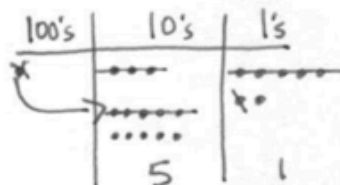
- c. If Sally hadn't purchased the clothing would she have been able to afford a \$55 necklace? Explain your answer.

\$137

\$86

\$55 or more?

$$\begin{array}{r} 013 \\ 137 \\ - 86 \\ \hline 51 \end{array}$$

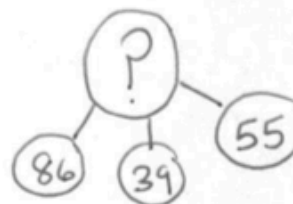


No! Even if Sally hadn't bought the clothes she would not have had enough to buy the necklace. After the groceries she only had \$51.

- d. How much money would Sally need to buy the groceries, clothing, and the necklace? Show your work with a model.

groceries	clothing	necklace
\$86	\$39	\$55

?



$$86 + 39 + 55$$

85 40

$$85 + 40 + 55$$

5 50

$$90 + 90 = 180$$

Sally would have needed \$180 to buy the groceries, clothing, and necklace.